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oxford big ideas **humanities and social sciences**

WESTERN AUSTRALIAN CURRICULUM

Leo Conti | Mark Easton | Maggy Saldais
Richard Smith | Vladimir Dumovic

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SAMPLE

contents

Contents by skill vi

Using *Oxford Big Ideas Humanities and Social Sciences* viii

PART 1
Geography

Concepts and skills

Chapter 1
The geography toolkit **4**

1A What are the geographical concepts?

1.1 Geographical concepts 6

1B What are the geographical skills?

1.2 Geographical skills 12

1.3 Questioning and researching 13

1.4 Analysing 26

1.5 Evaluating 30

1.6 Communicating and reflecting 31

1C What is fieldwork?

1.7 Fieldwork in geography 35

Landforms and landscapes

Chapter 2
Landforms and landscapes **40**

2A What are landforms and landscapes?

2.1 The Earth's landscapes 42

2.2 The Earth's landforms 46

2.3 Landforms and landscapes around the world 48

2.4 Valuing landforms and landscapes 50

2.5 Connecting through landscape stories 52

2A Rich task: Uluru: an iconic Australian landform 54

Chapter 3
Mountain landscapes **56**

3A What processes shape mountain landscapes?

3.1 The world's mountains 58

3.2 How mountains are formed 60

3.3 Tectonic plate boundaries 64

3A Rich task: The mountains of Antarctica 66

3B How are mountain landscapes used and managed?

3.4 Mountain landscapes have many uses 68

3.5 Traditional Aboriginal land use and mountains 70

3.6 The impacts of living and farming on mountains 72

3.7 Sustainably managed mountains 74

3B Rich task: Wolong National Nature Reserve, China 76

3C Are mountain landscapes hazardous places?

3.8 Mountain hazards 78

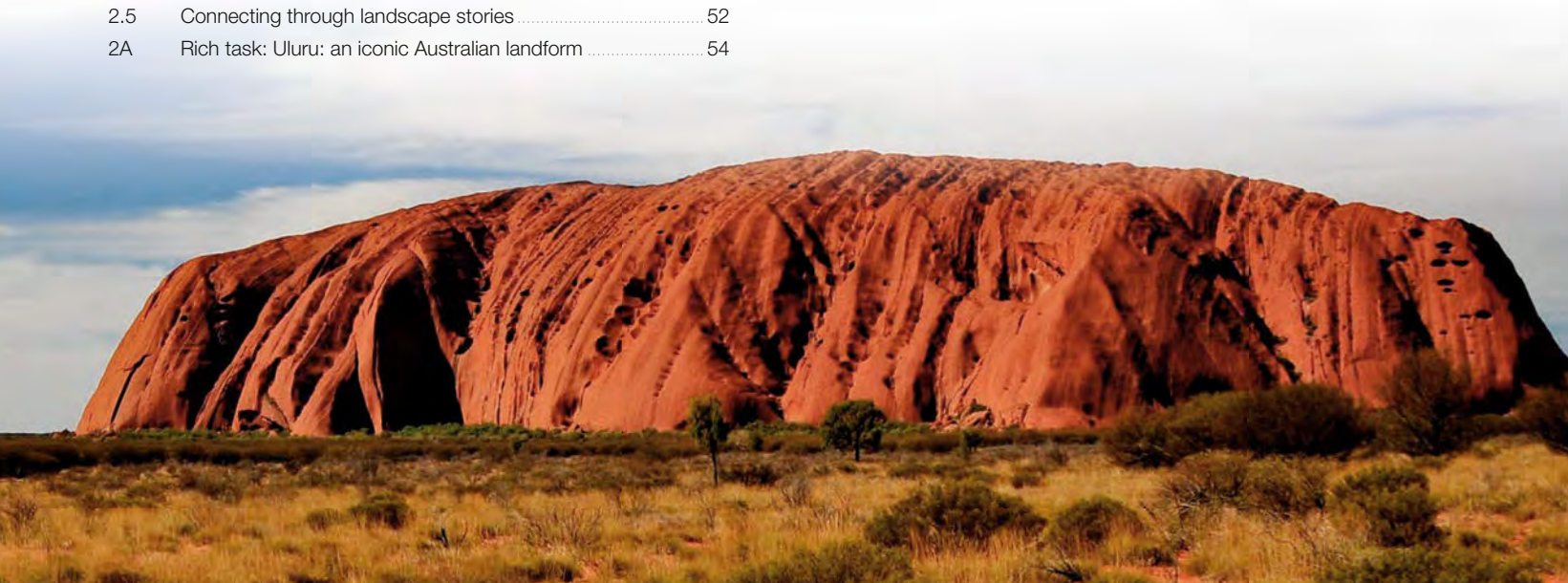
3.9 Vesuvius: studying a killer volcano 80

3.10 Landslides 83

3.11 The Tumbi Landslide, Papua New Guinea 86

3C Rich task: Avalanches 88

SAMPLE



Chapter 4
Coastal landscapes **90**

4A What processes shape coastal landscapes?
4.1 Coastal landforms 92
4.2 The power of waves 94
4.3 Erosional landforms 96
4.4 Depositional landforms 98
4A Rich task: Mandurah, Western Australia 100

4B How are coastal landscapes used and managed?
4.5 Coastal landscapes have many uses 102
4.6 Managing coastal landscapes 104
4.7 Caring for coastal landscapes 106
4B Rich task: Gold Coast Seaway, Queensland 108

4C Are coastal landscapes hazardous places?
4.8 Coastal erosion 110
4.9 Rip currents 112
4.10 Tsunamis 114
4.11 Japan earthquake and tsunami (2011) 116
4C Rich task: The Twelve Apostles 118

Changing nations

Chapter 5
Life in different cities **120**

5A Why do people live in cities?
5.1 The urban explosion 122
5.2 How cities are organised 124
5.3 The advantages of cities 126
5.4 The disadvantages of cities 128
5.5 The rise of the megacity in Asia 130
5.6 Urbanisation in Asia 132
5.7 Urban slums 134
5A Rich task: Sydney – our biggest city 136

5B Where do people in different countries live?
5.8 Where Australians live 138
5.9 Why Australians live where they do 140
5B Rich task: The growth of Las Vegas 142

5C How can we plan for Australia's urban future?
5.10 Managing the growth of Australian cities 144
5.11 Suburbanisation 146
5.12 Urban renewal 148
5.13 Decentralisation 150
5C Rich task: Canberra: a planned city 152

Chapter 6
Migration **154**

6A What are the reasons for, and effects of, internal migration?
6.1 Migration in Australia 156
6.2 Population movements in Australia 158
6.3 Australia's mining boom 160
6.4 Case study: the growth of Australian mining towns 162
6.5 Population movements in China 164
6.6 Case study: the growth of China's megacities 166
6A Rich task: Population movement in India 168

6B What are the reasons for, and effects of, international migration in Australia?
6.7 International migration to Australia 170
6.8 The changing face of Australia 172
6.9 Migrant communities in Australian cities 176
6B Rich task: International migration and Indigenous Australians 178

SAMPLE

PART 2
History

Concepts and skills

Chapter 7
The history toolkit **182**

7A **What are the historical concepts?**
7.1 Historical concepts 184

7B **What are the historical skills?**
7.2 Historical skills 192
7.3 Questioning and researching 193
7.4 Analysing 196
7.5 Evaluating 200
7.6 Communicating and reflecting 201

Overview

Chapter 8
The ancient to the modern world **206**

8A **Where and when did civilisations in the medieval world develop?**
8.1 The birth of the modern world 208
8.2 The where and when of the medieval world 210

8B **What were the key features of societies in the medieval world?**
8.3 Key features of the medieval world 212

Depth study 1: Investigating medieval Europe

Chapter 9
Medieval Europe **218**

9A **What was life like in medieval Europe and how was society organised?**
9.1 Medieval Europe: a timeline 220
9.2 Feudalism in medieval Europe 222
9.3 The feudal manor 224
9.4 Social groups in medieval society 226
9.5 Daily life in medieval Europe 229
9.6 Tournaments and fairs 232
9.7 Living conditions in medieval Europe 234
9.8 The medieval castle 236
9A Rich task: The achievements of medieval women 238

9B **How did societies in medieval Europe change?**
9.9 New empires, kingdoms and rulers 240
9.10 Significant individual: Charlemagne 242
9.11 The spread of Christianity 244
9.12 Other causes of change across medieval Europe 248
9B Rich task: The Battle of Hastings 250

9C **What developments influenced life in medieval Europe?**
9.13 Developments in architecture, literature and music 252
9.14 Crime and punishment 254
9.15 Military and defence systems 256
9.16 Towns, cities and commerce 262
9C Rich task: Medieval architecture and the Catholic Church 264

Depth study 2: Investigating the Black Death in Asia, Europe and Africa

Chapter 10
The Black Death in Asia, Europe and Africa **266**

10A **How was society organised at the time of the Black Death?**
10.1 The Black Death: a timeline 268
10.2 Life in Asia, Europe and Africa before the Black Death 270
10.3 Growth of trade and cities 272
10.4 Living conditions 274
10A Rich task: Medieval London – a dirty old town 276

10B **What were the causes of the Black Death and how did it spread?**
10.5 Causes and symptoms of the Black Death 278
10.6 The spread of the Black Death 280
10.7 Medicine at the time of the Black Death 282
10B Rich task: Medieval medicine 284

10C **What were the effects of the Black Death?**
10.8 Seeking a cause or cure 286
10.9 Short-term impacts of the Black Death 288
10.10 The end of the world… 290
10.11 Long-term impacts of the Black Death 292
10C Rich task: The consequences of population loss 294

SAMPLE

PART 3
Economics and business

Concepts and skills

Chapter 11
The economics and business toolkit **298**

11A **What are the economics and business concepts?**
11.1 Economics and business concepts 300

11B **What are the economics and business skills?**
11.2 Economics and business skills 304
11.3 Questioning and researching 305
11.4 Analysing 306
11.5 Evaluating 307
11.6 Communicating and reflecting 309

Participation and influences in the marketplace

Chapter 12
The Australian marketplace **310**

12A **What is the relationship between producers and consumers in the Australian market?**
12.1 Markets 312
12.2 Interdependence in the marketplace 314
12.3 Supply and demand 316
12.4 Allocation of resources 318
12.5 Government in the market 320
12A Rich task: Chocoholics 322

12B **What influences work in the marketplace?**
12.6 Influences on the way people work 324
12.7 The future of work 326
12.8 Australian workers 328
12.9 Workers of the world 330
12B Rich task: Minimum wages around the globe 332

Chapter 13
Consumers and businesses **334**

13A **What does it mean to be a responsible business?**
13.1 Types of business 336
13.2 Business opportunities and influences 338
13.3 Business opportunities in Australia 340
13.4 Responsible businesses 342
13A Rich task: Socially responsible business: The Body Shop 344

13B **What are the rights and responsibilities of consumers in Australia?**
13.5 Consumer rights 346
13.6 Consumer responsibilities 348
13B Rich task: You are what you eat 350

SAMPLE

PART 4
Civics and citizenship

Concepts and skills

Chapter 14
The civics and citizenship toolkit **354**

14A **What are the cities and citizenship concepts?**
14.1 Civics and citizenship concepts 356

14B **What are the civics and citizenship skills?**
14.2 Civics and citizenship skills 360
14.3 Questioning and researching 361
14.4 Analysing 363
14.5 Evaluating 364
14.6 Communicating and reflecting 365

Democracy and law in action

Chapter 15
Democracy in action **366**

15A **What are the freedoms and responsibilities of citizens in Australia's democracy?**
15.1 The freedom of Australian citizens 368
15.2 Freedom of speech 370
15.3 Freedom of association 372
15.4 Freedom of assembly 374
15.5 Freedom of religion 376
15.6 Freedom of movement 378
15.7 Active participation 380
15A Rich task: Petitions 382

15B **What does it mean to be an Australian citizen?**
15.8 Australia's national identity 384
15.9 Australia Day 386
15.10 Australian values 388
15.11 Multiculturalism 392
15.12 Indigenous Australians and the Australian identity 394
15B Rich task: #ChangeTheDate 396

Chapter 16
Law in action **398**

16A **How are laws made and applied in Australia?**
16.1 Why do we need laws? 400
16.2 Statutory law 402
16.3 Common law 404
16.4 Criminal law 406
16.5 Civil law 408
16.6 Aboriginal and Torres Strait Islander customary law 410
16A Rich task: School bullying 412

Glossary: Geography 414
Glossary: History 417
Glossary: Economics and business 420
Glossary: Civics and citizenship 422
Index 424
Acknowledgements 433

SAMPLE

contents by skill

Geography skills

Skill	Chapter	Page
Developing geographical questions	1	13
Using line scale to measure distances	1	22
Creating an annotated visual display (AVD)	1	33
Constructing a population pyramid	2	54
Interpreting a cross-section	3	66
Six-figure grid references	3	76
Constructing a cross-section	3	88
Measuring longshore drift	4	100
Drawing sketch maps	4	108
Creating a field sketch	4	118
Generating questions for a geographical inquiry	5	123
Interpreting choropleth maps	5	136
Creating column and line graphs	5	142
Comparing vertical aerial images	5	152
Interpreting graphs	6	168
Reading complex maps	6	178

History skills

Skill	Chapter	Page
Generating questions to inform a historical inquiry	7	193
Creating a timeline	7	202
Creating an audiovisual presentation	7	205
Using Venn diagrams to compare information from a range of sources	9	239
Drawing conclusions about the usefulness of sources	9	251
Identifying the origin and purpose of medieval stained-glass windows	9	265
Identifying purpose and point of view	10	277
Comparing, selecting and using information from a range of sources as evidence	10	285
Creating a concept map	10	294

SAMPLE

Economic and business skills

Skill	Chapter	Page
Evaluating alternatives	11	307
Constructing a demand graph	12	322
Interpreting economic data from a bar graph	12	333
Creating a concept map	13	345
How to read a food nutrition label	13	350

Civics and citizenship skills

Skill	Chapter	Page
Developing civics and citizenship questions	14	361
Creating a petition	15	383
Civic engagement: writing a letter to your local member of parliament or the prime minister	15	397
Drafting a Bill	16	413

SAMPLE

Using *Oxford Big Ideas Humanities and Social Sciences*

Oxford Big Ideas Humanities and Social Sciences is a brand-new series developed and written to provide complete coverage of the Western Australian Curriculum: Humanities and Social Sciences – Geography, History, Economics and Business, and Civics and Citizenship – across Years 7–10.

Focus on inquiry

Each chapter of *Oxford Big Ideas Humanities and Social Sciences* is structured around key inquiry questions from the Western Australian Curriculum. Each unit of the text supports teachers and students as they adopt an inquiry-based approach to the key learning areas in the Humanities and Social Sciences.

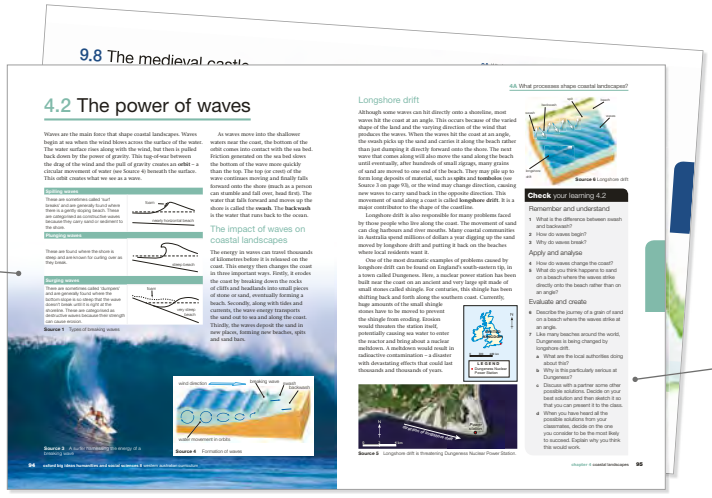
The learning sequence in each chapter is clearly set out under key inquiry questions. Students are encouraged to use their prior knowledge and make predictions at the start of each new topic.

Stunning full-colour photography generates discussion and interest.

Focus on engagement

Each unit of the Student book combines a range of engaging source materials – such as photographs, videos, data tables, graphs and illustrations – with supporting questions and activities.

Source materials – such as photographs, infographics, political cartoons, graphs – simplify difficult concepts and engage reluctant learners.



Check your learning activities accompany every unit, allowing students to consolidate and extend their understanding. These are graded according to Bloom's Taxonomy – catering for a range of abilities and learning styles.

SAMPLE

Focus on concepts and skills

Complete coverage of all concepts and skills provided in stand-alone reference 'toolkits'. All of these concepts and skills are also integrated throughout the text so students can see them at work in context.

Rich task activities encourage students to apply the knowledge and skills they have learned in each chapter to a new and interesting case study, event or issue.

Skill drill activities guide and support students step by step as they learn and apply key skills.

Extend your understanding activities challenge students to conduct further research, or complete group work, to deepen their understanding of an issue or skill being investigated.

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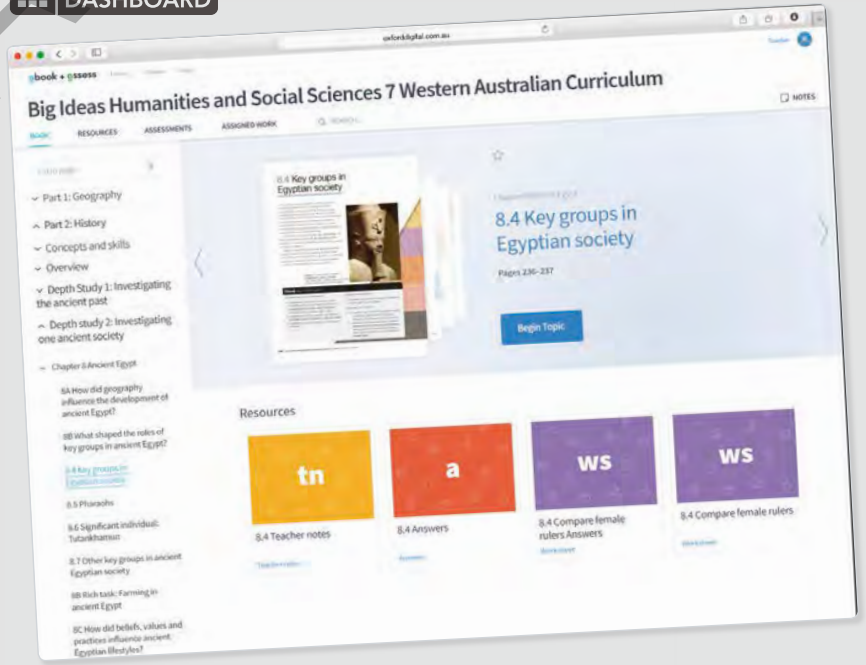
Digital support

obook assess

Student obook assess provides a fully interactive electronic version of the print Student book in an easy-to-read format. A host of additional resources for students – such as videos, worksheets, interactives objects, online quizzes and multimedia links – are linked to each unit in the book making them easier to access than ever before.

obook assess is compatible with laptops, iPads, tablets and IWBs, and access to content is provided online and offline.

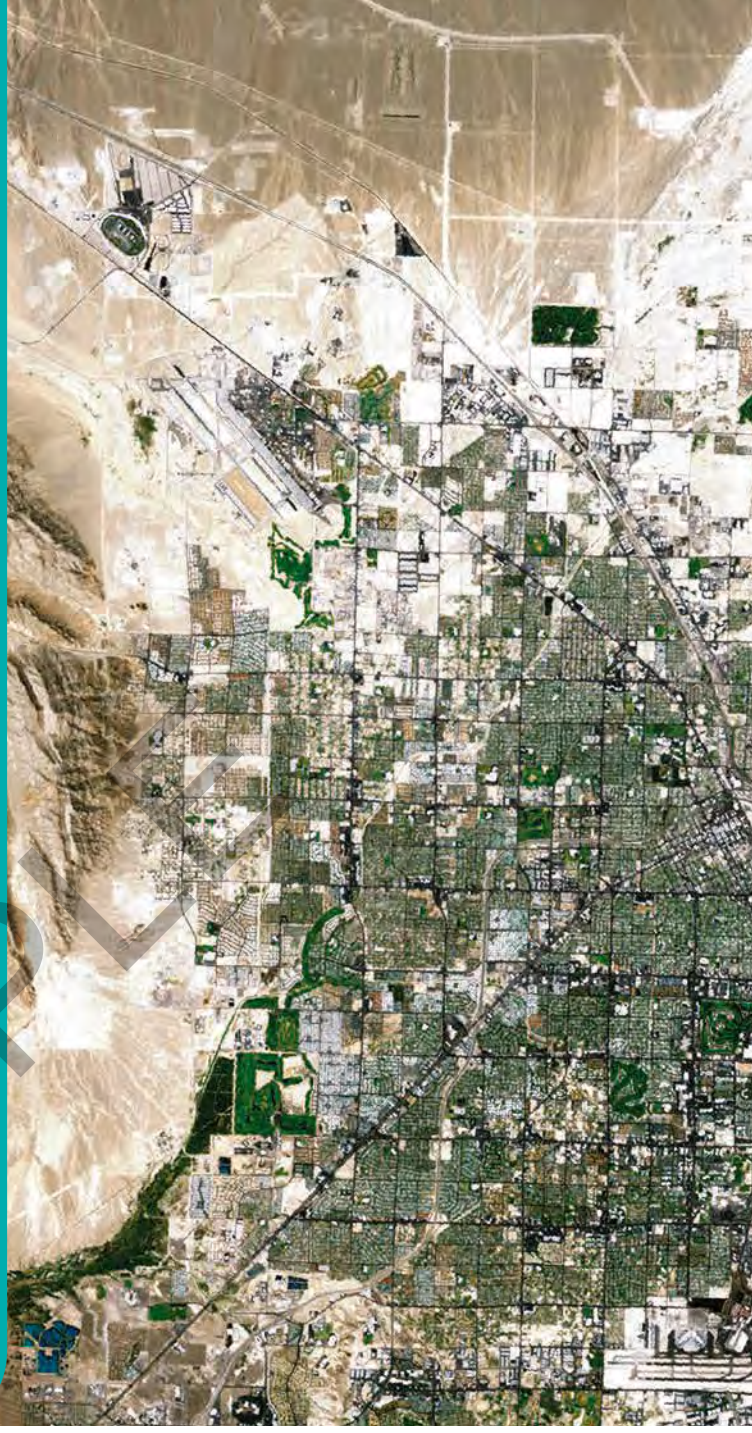
DASHBOARD



TEACHER obook assess

Teacher support is offered in digital format via **Teacher obook assess**. Teacher notes, answers, tests, additional worksheets, lesson ideas, planning tips and assessment advice are provided for every unit. **Teacher obook assess** allows teachers to manage their classes by assigning work, tracking progress and planning assessment.

Landforms and landscapes



The Earth's surface is made up of a vast number of elements that have been brought together to create amazing shapes and formations. To study and understand all these formations, geographers organise them into groups based on characteristics that are similar. These different groups are referred to as landscapes. There are many different types of natural landscapes on Earth – including mountain landscapes, coastal landscapes and riverine landscapes. Landscapes created by people are called human landscapes. Natural landscapes are made up of a variety of geographical features known as landforms such as hills, caves and valleys.

SAMPLE

2A

What are landforms and landscapes?

1 Use Source 1 to identify two different landforms and two types of landscapes.

2 Think about the place in which you live. Can you identify two different landforms and two types of landscapes that you see every day?

chapter 2

SAMPLE

Source 1 This satellite image of Las Vegas shows many different landscapes and landforms.

2.1 The Earth's landscapes

What is a landscape?

A **landscape** is part of the Earth's surface. It consists of a variety of geographical features that are characteristic of an area. Landscapes are divided into two main categories – natural and human. Natural landscapes (for example, mountains and deserts) are mainly unaffected by human activity and are typical to particular areas of the world. Human landscapes (for example, cities and farms) have been created and modified by people. Human landscapes are sometimes also referred to as cultural landscapes. Some different types of landscapes are described below.

SAMPLE

WORLD: EXAMPLES OF DIFFERENT LANDSCAPES

Source 1

Source: Oxford University Press

Source 2 The Himalayas in Asia are an example of a mountain landscape.

1 Mountain landscapes

Mountain landscapes are formed by **tectonic plates** on the Earth's surface pushing against each other. This movement and pressure causes the shape of the land to change. The land is pushed up in a vertical direction and over time forms mountains. Mountains rise high above their surroundings. Mountains can stand alone, be grouped in ranges, or form ridges. We will explore mountain landscapes in more detail in Chapter 3.

2 Coastal landscapes

The coast is where a land mass meets the sea. Coastal landscapes are shaped by the natural forces of the wind and waves. These geographical forces erode (wear away) or construct (build up) the natural environment, constantly changing its shape. Features of coastal landscapes include beaches, dunes, bays, cliffs, platforms, spits and lagoons. We will explore coastal landscapes in more detail in Chapter 4.

SAMPLE

Source 3 Peggy's Cove in Nova Scotia, Canada, is an example of a coastal landscape.

Source 4 The Wanganui River system in New Zealand is an example of a riverine landscape.

3 Riverine landscapes

A riverine landscape is one formed by the natural movement of a water system such as a river. A riverine landscape includes the **ecosystems** (all living things including plants and animals) in and around the area of a river. A riverine landscape may also be defined as a network of rivers and the surrounding land. Riverine landscapes are excellent for agricultural uses such as farming because the land is rich and fertile. They are a valuable resource for growing food.

4 Arid landscapes

A desert is defined as an area of land which receives no more than 250 millimetres of rain per year. Deserts cover about one-third of the Earth's surface and contain some of the most uninhabitable regions on Earth. There are two types of deserts – hot deserts and cold deserts. Hot deserts are located along the Tropics of Cancer and Capricorn (the latitude lines to the north and south of the Equator). Cold deserts are located closer to the Arctic and Antarctic Circles (the circles of latitude in the far north and far south). Because of the lack of rain they have little vegetation (plant life). Instead deserts are characterised by sand dunes, rock and gravel.

5 Karst landscapes

A karst landscape is formed when easily dissolvable bedrock (the rock below the surface of the land) such as limestone is worn away by slightly acidic water, from an underground source or a source on the Earth's surface. These flows of water form unique features such as caves, stalactites, springs and sinkholes. Karst landscapes are extremely unstable areas of land. Sinkholes are formed when rock beneath the Earth's surface has eroded away and sections of land on the surface collapse. Sinkholes can range in size from a few metres to more than 1 kilometre deep and have been known to occasionally collapse, swallowing up everything on the surface including cars and buildings.

Source 6 The Skocjan Caves in Slovenia are an example of a karst landscape.

Source 5 The Sahara desert in North Africa is an example of an arid landscape.

SAMPLE

6 Human landscapes

Unlike the types of naturally occurring landscapes described above, human landscapes are created by people. Human landscapes provide evidence of human settlement and occupation of an environment. Features of human landscapes include elements of infrastructure such as buildings, roads, transport, energy, sewerage and telecommunication systems. The construction of human landscapes often results in the damage or destruction of natural landscapes but commonly incorporates some natural geographical features in its design, for example harbours and mountains.

Source 7 The capital city of China, Beijing, is an example of a human landscape.

Check your learning 2.1

Remember and understand

1 What is the meaning of the geographical term 'landscape'?
2 Which types of landscapes are found around the Tropics of Cancer and Capricorn?
3 Why do you think human landscapes are included in the definition of the word 'landscape'?

Apply and analyse

4 Look carefully at Source 1.
   a How many different types of landscapes are shown on this map?
   b What types of landscapes can you identify in Australia?
   c Write a description of the location of desert landscapes. Give possible reasons to explain why they are found there.

Evaluate and create

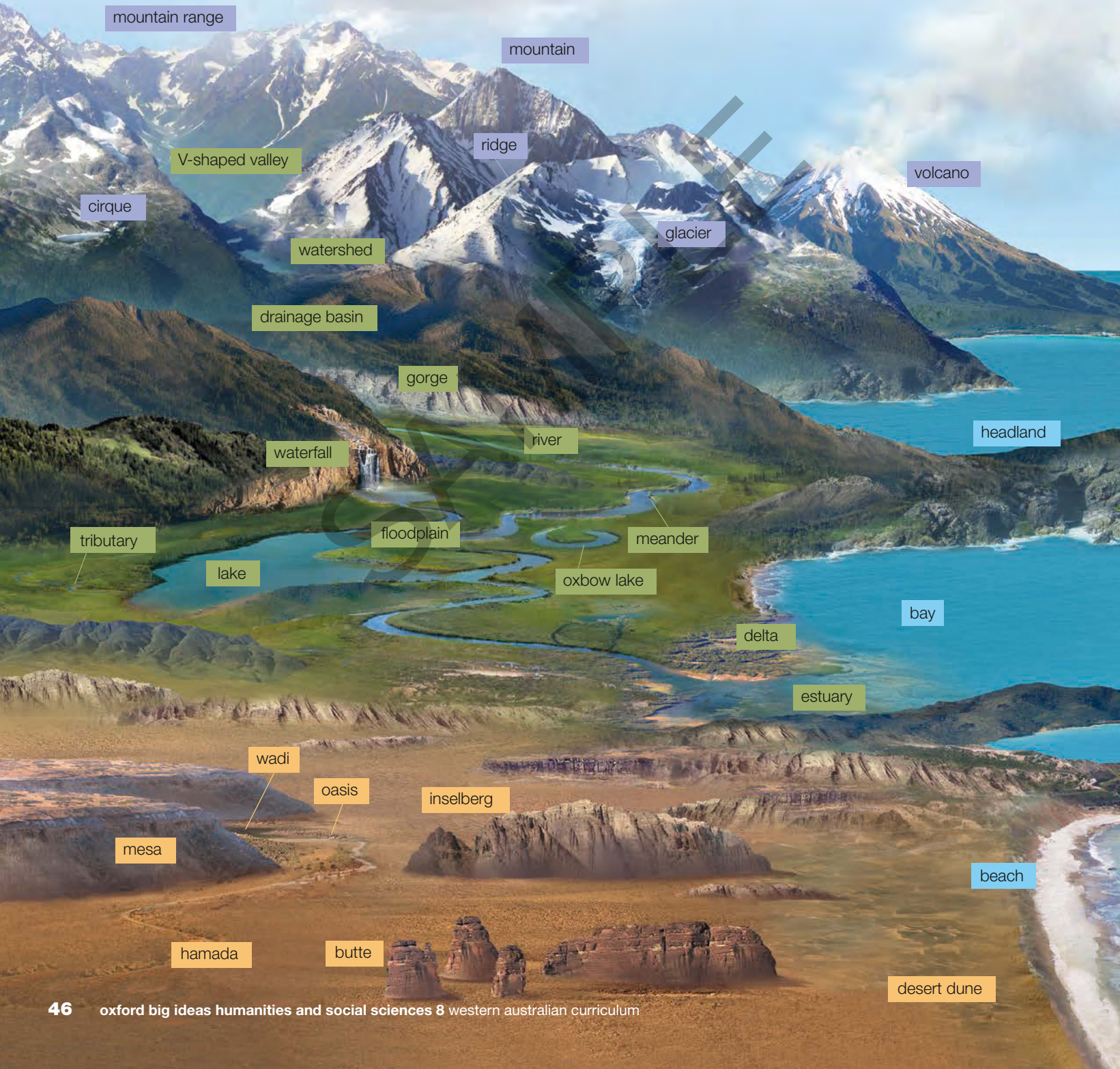
5 Research one landscape that interests you. Your chosen landscape might be on the World Heritage List (such as karst in the Skocjan Caves Regional Park) or in your local area. Investigate what makes this landscape unique, and provide information about how it is used. Present your research in the form of a brochure, poster or webpage.

SAMPLE

2.2 The Earth's landforms

What is a landform?

A **landform** is a natural geographic feature or shape that appears on the Earth's surface. Large landforms include mountains, plains, and rivers while small landforms include hills and billabongs. Landforms are shaped and created by a **natural process**, such as **tectonic activity** and **erosion**. Natural landscapes are made up of a variety of landforms. Often landforms are not unique to a single landscape. For example, a hill can be found in many different landscapes.



COASTAL LANDSCAPES

Atoll
Ring-shaped coral reef or a string of closely spaced small coral islands encircling a shallow lagoon

Archipelago
Group or chain of islands

Bay
Broad, curved indentation in the coastline

Beach
Deposited rock particles – such as sand, gravel or pebbles – along the coastline

Cliff
Steep rock face formed by the action of the waves

Coral reef
Underwater ridge formed by the growth and deposit of coral

Headland
Narrow, high land jutting out from a coastal cliff into the sea

Island
Area of land surrounded by water

Isthmus
Narrow strip of land or sand that connects an island to the mainland

Spit
Narrow strip of sand protruding into the sea

Stack
Tall pillar of rock formed by wave action eroding a cliff

MOUNTAIN LANDSCAPES

Cirque
Bowl-shaped hollow at the head of a valley or on a mountainside formed by glacial erosion

Glacier
Large frozen river of ice that slowly moves down a valley in response to gravity

Mountain
Steep-sided, lone peak rising over 600 metres above the surrounding land

Mountain range
Chain of connected mountains

Ridge
Long, narrow elevation of land

Volcano
Opening in the Earth's crust where molten rock, ash and gas can escape

RIVERINE LANDSCAPES

Delta
Fan-shaped, low-lying area of deposits at the mouth of a river

Drainage basin
Area providing water to a river system

Estuary
River mouth broadening into the sea

Floodplain
Flat area over which water spreads in times of flood

Gorge
Deep, narrow, steep-sided valley

Lake
Large body of water surrounded by land

Meander
Bend in a river

Oxbow lake
Crescent-shaped lake on a river floodplain

River
Natural waterway that takes water downhill by gravity to the sea

Tributary
Small river that joins a larger river

V-shaped valley
Narrow, steep-sided valley carved out by the upper reaches of a river

Waterfall
River-water spill over resistant rock

Watershed
High point from which water flows into a drainage basin

ARID LANDSCAPES

Butte
Flat-topped hill

Desert dune
Wind-blown particle formation

Hamada
Area covered in boulders and large stones

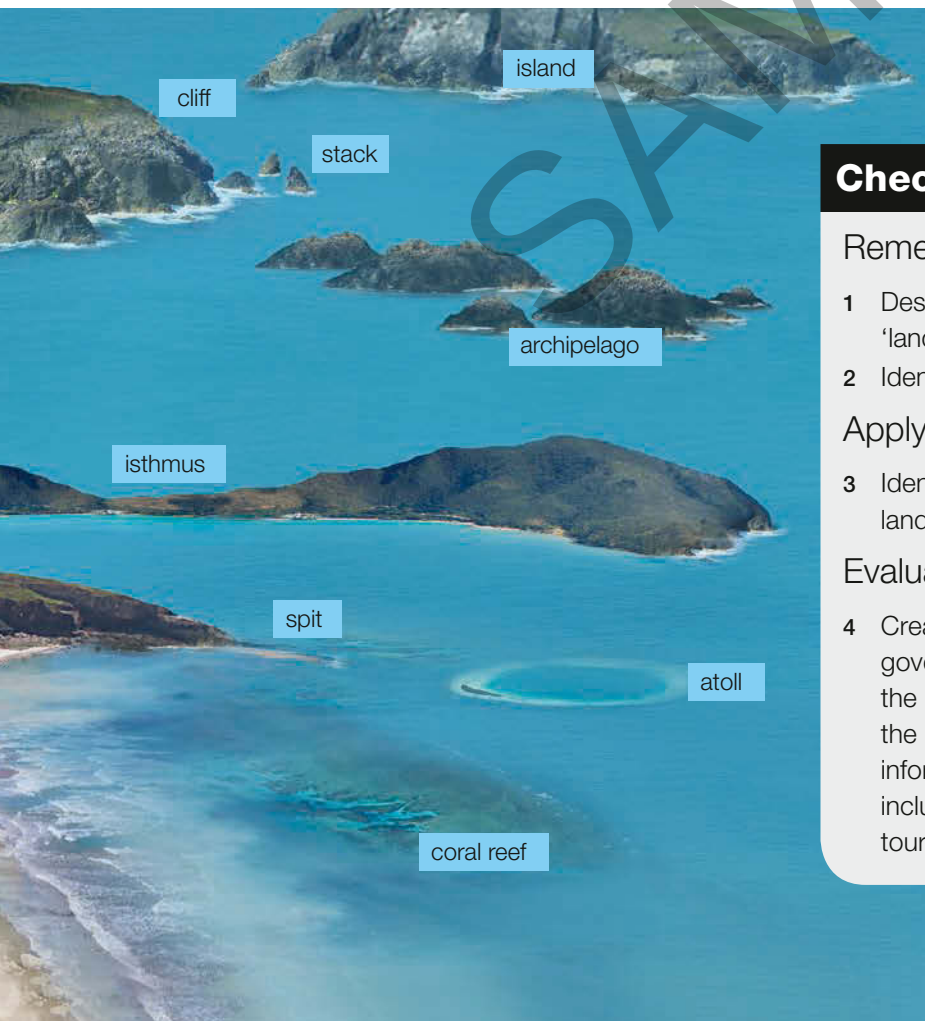
Inselberg
Isolated, steep-sided hill of resistant rock on a plain

Mesa
Flat-topped, steep-sided plateau

Oasis
Desert area with a water supply provided by groundwater

Wadi
Dry watercourse in a narrow valley that divides a plateau

SAMPLE



Source 1 Some common landforms found in different natural landscapes

Check your learning 2.2

Remember and understand

1 Describe the meaning of the geographical term 'landform'.

2 Identify four geomorphic processes.

Apply and analyse

3 Identify an Australian example of at least five of the landforms described in Source 1.

Evaluate and create

4 Create a travel brochure for the Western Australian government tourism agency promoting one of the landforms shown in Source 1. Investigate the landform and provide a description including information about how it was formed. You should include persuasive text that aims to encourage tourists to visit your chosen landform.

2.3 Landforms and landscapes around the world

Australia's landscapes and landforms are among the most unique in the world. From arid desert regions in the north-west to snow-covered mountains in the south-east, Australia's landscapes differ from region to region. Australia is the sixth-largest country in the world by area and due to its large size, our country is home to many diverse landscapes and distinctive landforms.

Iconic landscapes and landforms

When we think of Aussie icons, we might think of Vegemite or the Sydney Opera House. But when geographers use the word iconic, they are describing something that is widely admired, spiritually important or unique to the scenery of the area. We have many iconic landforms and landscapes in Australia – Uluru, the Great Barrier Reef, Wave Rock or the Bungle Bungle Range to name a few – that people from around the world immediately recognise as being from Australia because they are so unique. These landscapes are so important because they connect people through tourism, spiritual value and historical meaning, and they provide an identity for people and places. Countries all over the world have their own unique landforms. Some examples are Yellowstone National Park in the United States, the Sossusvlei red dunes in Namibia and the Perito Moreno Glacier in Argentina.

Protecting our landscapes and landforms

While some landscapes and landforms around the world are protected from humans, many landscapes have been affected by human activity. A challenge for people around the world is to ensure that natural landscapes and landforms are enjoyed in a sustainable way so that they are there for us in the future. It is everyone's responsibility to look after our landforms and landscapes.

There are over 500 national parks in Australia alone that cover over 28 million hectares of land. These parks, along with other conservation reserves and heritage listed sites, are kept safe from human activities such as farming and land clearing, which are banned in these areas.

SAMPLE

Check your learning 2.3

Remember and understand

1 In which two landscape types would you find valleys?

2 In which Australian location would you find an inselberg?

Apply and analyse

3 Look carefully at Source 1.

- **a** How many different types of landforms are included in this table?
- **b** Why do you think Australia has so many different landforms?
- **c** Write a short description of the image of the Riverina floodplain in New South Wales. Describe the advantages and disadvantages of living in this area.

Evaluate and create

4 Conduct some research on iconic landscapes and landforms in Australia and around the world. Then create a poster of one example, identifying where it is, how it was formed and what makes it iconic.

Source 1 Some common landforms found in different landscapes

Landscape type	Some common landforms found in that landscape	An Australian example	A world example
Mountain	• Mountain – a large elevation on the Earth's surface • Ridge – a long, narrow, elevated surface • Valley – a low area enclosed by mountains	At a height of 2228 metres above sea level, Mount Kosciuszko in NSW is the highest mountain in Australia	Mount Everest is the tallest mountain in the world at 8848 m tall.
Coastal	• Stack – a vertical column of rock • Beach – a sandy or pebbly shore • Headland – a high, rocky outcrop of land	The Twelve Apostles is a group of limestone stacks off the shore of the Port Campbell National Park in Victoria.	The White Cliffs of Dover are found along the southern coast of England.
Riverine	• Floodplain – a low-lying area regularly flooded by a river • Riverbed – the channel in which the river flows • Billabong – an arm of a river which forms a pool, only joining with the river in times of flooding	The Riverina area in NSW is made up of flat floodplains irrigated by the Murrumbidgee, Edward and Lachlan rivers.	Majuli is one of the largest river islands in the world on the Brahmaputra River in India.
Arid	• Inselberg – an isolated steep-sided rock hill on a plain • Oasis – a supply of groundwater in the desert • Grassland plains – a large, flat area sparsely covered with grasses	Uluru is a large sandstone rock formation in the southern part of the Northern Territory, known as an inselberg.	The Sahara Desert, located in northern Africa, is an example of an arid landscape. It is the third-largest desert in the world.
Karst	• Spring – a basin in the rock allowing water to come to the Earth's surface • Cave – a large hollow underground with an opening • Stalactite – a formation that hangs from the ceiling of a cave, formed by dripping water and minerals	The Wombeyan Caves in NSW consist of nine limestone caves with spectacular stalactites and other formations.	The Guilin Karst hills and caves are made of limestone and are a spiritual place to visit in China.

SAMPLE

2.4 Valuing landforms and landscapes

Landforms and landscapes around the world are valued by many different people for many different reasons. Some people may feel a deep personal connection to a particular landscape, while others are more interested in the money that can be earned from it. The value a person attaches to a particular landscape often depends on factors such as their age, occupation, education, cultural background and experiences. In general, geographers divide the ways in which people value landforms and landscapes into four categories:

- cultural value
- aesthetic value
- spiritual value
- economic value.

Cultural value

Cultural value is linked to the importance of landforms and landscapes as expressed by people through creative means such as poetry, literature, art and films. Australia's landscapes and landforms have shaped Australian culture and identity. The film *Australia*, shown in Source 1, was a box-office hit in Australia. Set in northern Australia at the start of World War II, the film features the vast, unforgiving landscapes of the outback, as well as the tropical landscape of the Far North. These unique landscapes have a transformative effect on the English Lady Sarah Ashley, and by the end of the film she feels Australian.

Source 1 This poster for the film *Australia* reflects the colours of the Australian outback. It is an example of how the Australian landscape has cultural value.

Indigenous Australians express the importance of the land to them through Dreaming stories, song and dance, and their art. Nearly all Aboriginal art relates to the landscape and maps the landscape and the landforms of importance to the Indigenous community.

Source 2 Karlu Karlu (also known as the Devil's Marbles) is sacred to Indigenous Australians. This is an example of how landforms can have spiritual value.

Spiritual value

For Indigenous Australians the spiritual value of land is expressed through the concept of 'Country'. Indigenous peoples believe that the myths of their Dreaming bind them to the land. They also believe that their ancestors live on through the land and ensure their continued connection with it. Landscapes contain many sacred sites of spiritual importance. Uluru, for example, is a sacred place to the Anangu people who live in the area. They believe that in the Dreaming, a great sand hill was transformed into this rock along with the Kunia people who lived there.

Aesthetic value

The aesthetic value of a landscape is closely linked to its beauty and uniqueness. The aesthetic value attached to a place is always subjective (personal).

SAMPLE

People are drawn to places for many reasons. Being surrounded by the beauty of the landscape may give someone a sense of freedom, stability and wellbeing. An individual might be drawn to a particular landform because of its overwhelming majesty, creating a personal connection to that place.

The aesthetic value of the landscape to the community has been recognised through the creation of national parks, where land has been set aside for the public's use and enjoyment. The first national park in Australia, the Royal National Park, south of Sydney, was established in 1879. There are now 516 national parks. Perth's Kings Park was established in 1895 and was originally called Perth Park.

Economic value

Economic value is a measurement of how financially important landscapes and landforms are. Economic value is particularly relevant to the tourism and mining industries in Australia. Tourism Western Australia, for example, wants regular visitors to its state because people who travel spend money on accommodation, transport, food, souvenirs and activities. This money provides income for the tourism and hospitality industries and the State of Western Australia. The south-west of Western Australia is a landscape with a high economic value due to its popularity with tourists.

Mining is the process of extracting natural resources from within the earth. These resources are sold, processed and used to manufacture a variety of goods – from jewellery and toys to construction materials. The mining industry attaches economic value to landcapes that contain sought-after metals and minerals like coal and gold.

What is the true value?

The same landscape can be valued by different people for different reasons. To a mining corporation, the economic value of a landscape might be most important. To an Indigenous Australian community, however, the spiritual value may be most important. Then again, an artist might appreciate the aesthetic value of a landform. All these values are important to consider when deciding on how a landscape is best put to use.

Source 3 Unique and beautiful landscapes along the Australian coast are an example of aesthetic value.

Source 4 Landscapes with high mineral and metal deposits are an example of economic value.

Check your learning 2.4

Remember and understand

1 Describe the concept of 'value'.
2 What does it mean for a landscape to have aesthetic value?
3 What does it mean for a landscape to have cultural value?

Apply and analyse

4 Look carefully at Source 4.
   a Which value is being attached to this source?
   b What groups of people are most likely to have a different opinion as to the value of this landscape? Create a table to show the groups and their possible opinions.
   c What reasons might you list to account for, or explain, these differences of opinion?

Evaluate and create

5 Research a book, poem, movie or website that has cultural value for Australia, or a country or place that you feel connected to. Create a digital poster using a design program such as Glogster to present your findings. Include the title of the work, its author, a blurb about it and an image to represent it. Most importantly, provide three reasons why you feel it has particular cultural significance.

SAMPLE

2.5 Connecting through landscape stories

Landscapes and their stories have been important parts of people's cultures and lives throughout history. In Western Australia, the Noongar people had *Nyitting* or Dreaming – the creation stories that told of the connection between people and the spiritual realm. To Noongar people, who lived in the south-west of Western Australia for over 45 000 years, the landscape had meaning. The stories can vary from place to place, but one creation story of the *Nyitting* (ancestral time) is of the *Waugal*, a great serpent-like spirit that created the landscape. According to the Noongar people, the *Waugal* makes the rain, lightning and thunder. They believe that during the *Nyitting*, the *Waugal* slithering over land created the sand dunes and the shape of the rivers. When the *Waugal* stopped to rest it created the bays and lakes.

Source 1 Mount Coonowrin sitting beside his pregnant mother, Mount Beerwah, Queensland

The legend of the Glasshouse Mountains: a creation story from Australia

According to the Gubbi Gubbi people, Mount Tibrogargan, the father, and Mount Beerwah, the mother, had many children, the eldest of whom was Mount Coonowrin. One day, Mount Tibrogargan was looking out to sea and saw a great wave approaching. He called out to his eldest son, Coonowrin, to help his mother, Mount Beerwah, who was pregnant with child.

In the meantime, Tibrogargan gathered up his other children and began to run towards higher land. When Tibrogargan looked back to check that Coonowrin was helping his mother, he was angered to see him running off alone. He chased his son and, in a great rage, smashed him on the head with his club, dislocating his neck.

Later, when the floods had gone, Coonowrin begged his father for forgiveness, but all his father could do was weep in shame, creating the streams that still run in the region. He asked his son why he had not helped his mother. Coonowrin – not knowing his mother was pregnant – replied that Beerwah was the biggest of all of them and could look after herself. This angered Tibrogargan even more. He turned his back and vowed never to look at his son again.

Even today, Tibrogargan gazes out to sea and Coonowrin hangs his head and cries, his tears running off to the sea. His mother Beerwah is still pregnant as it takes a long time to give birth to a mountain.

SAMPLE

key**concept:** Place

Links between people and the natural landscape

Not all people think about and see the same place in the same way. These differences result from many factors, such as cultural background, education and life experiences. Scientists such as geologists and vulcanologists have studied mountains and revealed a great deal about their formation. Local indigenous people, too, have their own stories relating to the creation of these landscapes. For many indigenous people around the world, mountains are much more than lifeless rocks.

Many indigenous people believe that the mountains were alive in the time before humans walked the Earth. They believe that the shapes and locations of mountains can tell us about ancient events. Learning these stories helps us to appreciate that we do not all see the same place in the same way. For many people there is a deep spiritual link between the landscape and themselves.

For more information on the key concept of place, refer to page 6 of 'The geography toolkit'.

The legend of Mount Tongariro: a creation story from New Zealand

According to the Māori people, the mountains of New Zealand were once warriors and gods who moved about the landscape. In the centre of the North Island stood seven great mountains. Six of the mountains were male; Mount Pihanga was the only female. Clothed in native trees and vegetation, she was a great beauty and all the other mountains loved her deeply. One night they decided to fight for her and a fierce battle erupted. The land shook. Smoke, fire and hot rocks filled the sky.

Eventually, Tongariro was proven to be the supreme warrior and won the right to stand beside Pihanga. The losers were given one night to move away or else they would be turned to stone. Taranaki, filled with anger and jealousy, fled to the coast, gouging out a mighty valley as he went. Reaching the sea, he slept. When the day broke he was trapped, and he still hides beneath a cloak of cloud.

Source 2 Mount Taranaki wearing a cloak of clouds

Check your learning 2.5

Remember and understand

1 Examine Source 1. Which of these mountains is Beerwah and which is Coonowrin? Give reasons for your answer.
2 According to the creation story from New Zealand, why did the volcanoes fight?
3 Why do you think many indigenous people have legends to explain landscapes?

Apply and analyse

4 Compare the two legends.
  a What features do both have in common?
  b What is unique about each legend?
5 As well as helping people to understand their natural environment, each of these legends contains advice about how to live and behave. What is this advice?
6 What did you learn about the indigenous people of these two regions by reading their legends?

Evaluate and create

7 Research the creation stories from your area and prepare a presentation to your class explaining one of the stories.

SAMPLE

2A rich task

Uluru: an iconic Australian landform

The term iconic refers to something that is an 'icon' or represents something of importance. Uluru is an iconic symbol of the Australian outback and one of the most visited landforms in Australia. Part of the desert landscape and close to the continent's geographical centre, Uluru attracts around 200 000 visitors a year.

Uluru rises approximately 348 metres above the ground and measures about 10.6 kilometres around its base. It is a sacred place for the local Aboriginal people, the Anangu. Although the Northern Territory has the smallest population of any Australian state or territory, it has by far the highest percentage of Indigenous Australians. Around one in three people there (33 per cent) are of Indigenous heritage.

Source 1 Uluru is Australia's most recognisable landform.

skill**drill**

Constructing a population pyramid

In order to better understand a group of people living in the same place (i.e. a population), geographers often need to analyse and compare the different groups within that population (for example the number of men versus women, or young people versus old people). They do this by representing population data visually on a population pyramid.

Although population pyramids are a type of bar graph, they are a little different. While standard bar graphs have one horizontal axis (or *x*-axis) and one vertical axis (*y*-axis), population pyramids have one *y*-axis and two *x*-axes, like graphs back to back. The *y*-axis runs vertically through the middle separating the data for males on the left and females on the right.

Rather than show the actual numbers of men and women at each age group, population pyramids show each of these groups as a percentage of the total population. This makes it easier for geographers to identify trends and changes in different areas of the population.

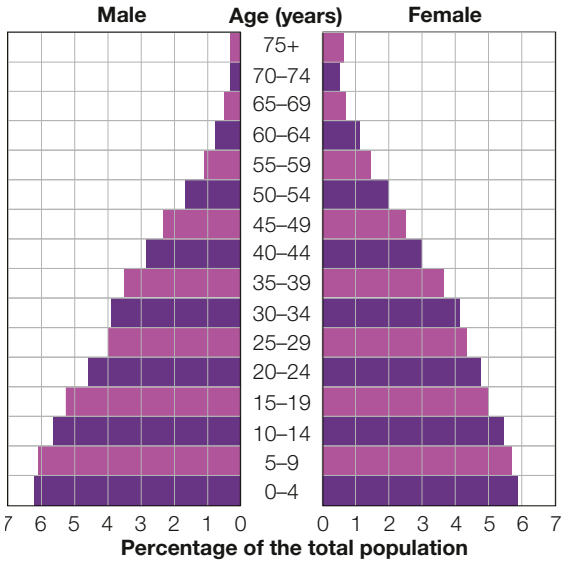
Population pyramids are created from a table of data. Source 2 is the data for the Northern Territory's Indigenous population and Source 3 is the population pyramid. For more information on population pyramids refer to page 29 of 'The geography toolkit'.

Source 2 The Northern Territory's Indigenous population

Age group (years)	Indigenous population %	
	Males	**Females**
0–4	6.2	5.9
5–9	6.1	5.7
10–14	5.7	5.4
15–19	5.3	5.0
20–24	4.7	4.8
25–29	4.0	4.3
30–34	3.9	4.1
35–39	3.5	3.7
40–44	2.9	3.0
45–49	2.3	2.5
50–54	1.7	2.0
55–59	1.1	1.4
60–64	0.8	1.1
65–69	0.5	0.7
70–74	0.3	0.5
75+	0.3	0.6

SAMPLE

Source 3 Population pyramid for the Northern Territory's Indigenous population



The steps to construct a population pyramid using the statistics in Source 2:

Step 1 Using 5 mm grid paper, rule your axes as follows:

Vertical *y*-axis: There are 16 age groups in our example. The age groups start at the bottom, with the 0–4 age group, and finishing at the top with the 75+ age group. Keep this in mind while completing your *y*-axis, because the table shows the age groups from lowest to highest going down the page. However, the population pyramid shows the age groups from lowest to highest going up the page.

Label the top of your *y*-axis, 'Age (years)'.

Horizontal *x*-axes (left and right): Find the highest percentage of both males and females. In our example, this is 6.2. Round this up to the nearest whole number, which is 7. Use two 5 mm grids per unit to create two 7 cm axes. Rule your *x*-axes with a scale from 0 to 7 from each side of the central *y*-axis to the left and right.

Label the left side 'Male' and the right side 'Female' and write 'Percentage of the total population' along the bottom.

Step 2 Using a sharp lead pencil, create your bar graphs for each gender – first males, then females. Be as accurate as you can, and use the millimetre marks on a clear plastic ruler. First draw 5 mm high vertical strokes to end each individual bar. You can rule up the horizontals of each bar later.

Step 3 Choose two different colours; alternate with one colour and then the other. This makes it easier to read the graph.

Step 4 Give your population pyramid a title.

Apply the skill

1 Construct a population pyramid using the second set of data (Source 4) on Northern Territory's non-Indigenous Population, following steps 1–4.

Source 4 The Northern Territory's non-Indigenous population

Age group (years)	Non-Indigenous population %	
	Males	**Females**
0–4	3.5	3.3
5–9	3.4	3.1
10–14	3.4	3.2
15–19	3.2	2.9
20–24	3.9	3.5
25–29	4.3	4.2
30–34	4.6	4.3
35–39	4.6	4.2
40–44	4.6	4.0
45–49	4.4	3.9
50–54	4.0	3.5
55–59	3.7	2.8
60–64	2.4	1.7
65–69	1.5	1.0
70–74	0.7	0.5
75+	0.8	0.8

Extend your understanding

1 Use your population pyramid to answer the following questions:

- **a** Which age group has the largest percentage for both males and females?
- **b** Which is the smallest age group for each gender?
- **c** What is the total percentage for the 0–4 age group?
- **d** What is the total percentage for the 35–39 age group?
- **e** What is the total percentage for the 70–74 and 75+ age groups?

SAMPLE

SAMPLE

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